

Doctor of Philosophy in Counselor Education and Supervision (Counselor Education Track)

DOCTORAL PROGRAM HANDBOOK



Effective Fall 2016

School of Counseling
College of Health Professions
The University of Akron
302 Buchtel Common
Akron, OH 44325-5007

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INTRODUCTION

The School of Counseling at The University of Akron houses doctoral degree programs in Counselor Education and Supervision (Counselor Education and Marriage and Family Counseling/Therapy Tracks) and Counseling Psychology. This handbook governs the educational program only of students in the Counselor Education and Supervision Doctoral Program—Counselor Education Track. Students interested in obtaining information about other programs are encouraged to visit the School of Counseling website:
<http://www.uakron.edu/soc/index.dot>

This handbook is intended to provide students in the Counselor Education and Supervision Doctoral Program – Counselor Education Track with general program information and guidelines that will be useful for successful completion of the doctoral degree. The enclosed materials are only guidelines to a comprehensive and integrated educational program. Therefore, students will receive educational and training materials while enrolled in the program beyond those covered in this handbook. **Beginning with the first semester of enrollment and throughout the program, it is critical that students work closely with and direct academic related questions to their Faculty Advisors.**

A Faculty Advisor's role is primarily focused on academic and professional consultation aimed toward helping students learn about and acquire skills/training necessary for success in both the program and as a future counselor/counselor educator/researcher/supervisor. However, completion of all graduation requirements is ultimately the responsibility of each student.

Students should note that the Counselor Education and Supervision Doctoral Program—Counselor Education Track undergoes periodic reviews (every Spring semester) by the program and affiliate faculty. These reviews are primarily focused on program improvements related to coursework, policies, and educational standards. As a comprehensive doctoral degree program, programmatic changes are sometimes required to conform with national accreditation standards, State licensure guidelines, College of Health Professions or university policies, or advances in the counseling profession. Programmatic changes will be thoroughly reviewed by appropriate faculty members (and university administration and community professionals as needed) before changes are implemented. Any program-related changes will represent collective and informed judgment. **If changes are implemented after a student has already been admitted into the Counselor Education and Supervision Doctoral Program—Counselor Education Track, s/he will be held to the guidelines published in the official student handbook effective at the time of entrance into the program. However, each previously admitted student will have the option of following new program requirements if s/he chooses.**

The program faculty encourage all students to fully participate in the program's academic and training process. The program's success is predicated upon students and faculty working together for students' success, clients' mental health, programmatic improvements, and societal advancement. Student contributions are therefore expected, welcomed, and appreciated through active student surveys, completers surveys, and graduate surveys.

PROGRAM PHILOSOPHY

The Counselor Education and Supervision Program—Counselor Education Track adheres to a practitioner-scientist model of development. Students will engage in scholarly, clinical, and supervisory experiences informed by research/science to develop their advanced skills. Education in the United States is designed to modify human thoughts, behaviors, and perceptions through a prescribed program of experiences aimed at helping individuals realize their professional potential and develop high ethical and work-related standards. The Counselor Education and Supervision Program—Counselor Education Track takes into account ethnic and cultural trends in order to provide a satisfying and effective education for its students.

The program faculty, recognizing the uniqueness of each student, seeks to identify and extend knowledge, skills, and attitudes required by effective counselors, educators, supervisors, and/or researchers. It is hoped that this emphasis will transfer to students and enable them to meet the diverse needs of various clientele and students.

The program faculty believe that, in order to perform effectively, professionals must possess a respect for human dignity and worth, a commitment to fulfillment of individual potential, a thorough understanding of educational and counseling processes, knowledge in their specific specialty area, knowledge of the role and function of others working in the counseling and counselor education field, and personal maturity/self-development. In order to achieve these goals, the program faculty themselves will attempt to exhibit the above attitudes, behaviors, and competencies to serve as models of appropriate behavior for students. Students are encouraged to visit the Counselor Education and Supervision Program—Counselor Education Track website to learn more about the program's objectives and philosophy:

<http://www.uakron.edu/soc/doctoral/counselor-education/index.dot>

PROGRAM OBJECTIVES

The purpose of the Counselor Education and Supervision Doctoral Program—Counselor Education Track is to facilitate the professional leadership roles of counselor education, supervision, counseling practice, and research competencies of students to ***advance the counseling profession***. Aligned with the current standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), doctoral students are expected to develop the identity of a professional counselor, clinical supervisor, counselor educator, and researcher. This identity is intended to promote competence and professionalism as students begin careers in public and private sectors in the counseling and counselor education profession.

Upon completion of the program, students will be able to:

1. Demonstrate a clear and strong professional counselor identity, evidenced by professional leadership roles of counselor education, supervision, counseling practice, and research competencies expected of doctoral graduates;

[related courses include 5600:785 Internship]

2. Demonstrate knowledge, skills, and practices beyond the entry-level program requirements in all of the following: counseling, counselor education, clinical supervision, pedagogy, and leadership;

[related courses/methods written and oral comprehensive examinations, 5600:785 Internship]

3. Promote diversity through culturally relevant counseling, supervision, teaching, research, and professional service;

[related courses 5600:728 Diversity and Multicultural Issues in Counselor Education]

During the program, students will be able to:

1. Gain foundational knowledge in professional counseling, counselor education, clinical supervision, pedagogy, and leadership;

[related courses 5600:702 Advanced Practicum, 5600:724 Pedagogy in Counselor Education, 5600:737/738 Clinical Supervision I/II, 5600:725 Doctoral Professional Seminar in Counselor Education]

2. Engage in advanced training in clinical counseling and supervision;

[related courses 5600:702 Advanced Practicum]

3. Develop scholarship, research, and writing skills through didactic coursework and doctoral dissertation;

[related courses 5600:726 Doctoral Research Proposal in Counselor Education, 5600:899 Doctoral Dissertation]

4. Promote counselor professional identity, leadership, and advocacy skills; and

[related courses 5600:725 Doctoral Professional Seminar in Counselor Education]

5. Develop professional competencies in clinical counseling, supervision, teaching, research, and/or leadership through Internship.

[related courses 5600:785 Internship]

PROGRAM ENDORSEMENT STATEMENT (for student recommendations)

Student requests for endorsements should be directed to the appropriate individual faculty, such as a faculty advisor or clinical supervisor. Decisions about the appropriateness of an endorsement for professional licensure and/or employment will be based in part on the student's areas of specialization, training, and/or coursework completed. These requests will be considered on an individual basis related to the specific endorsement being sought and the qualifications of the student. Students will not be given letters of reference for employment outside of their area(s) of demonstrated competence.

Student requests for endorsements should be directed to the appropriate individual faculty, as deemed most relevant to each student. Common requests for endorsements for recommendations include:

- Course Instructor – Advanced Practicum or Internship placement recommendations
- Faculty Advisor – Advanced Practicum, Internship, or employment recommendations; extracurricular opportunities (e.g., professional organization membership)
- Program/Clinical Coordinator – Advanced Practicum, Internship, or employment recommendations; extracurricular opportunities (e.g., professional organization membership)
- Clinical (Practicum or Internship) supervisor - licensure or employment recommendations

Decisions about the appropriateness of an endorsement for professional licensure and/or employment and/or extracurricular professional activity will be considered on an individual basis related to the specific endorsement being sought and the qualifications of the student. Students will not be given letters of reference for employment outside of their area(s) of demonstrated competence.

Program faculty endorsements decisions will primarily take into account information related to the Program's Student Retention Criteria, including but not limited to:

- The student's academic performance thus far in the Program (i.e., individual course grades and cumulative GPA)
- The student's professional fitness related to Student Candidacy Fitness Evaluation, as applicable
- The student's performance evaluations in clinical courses (i.e., Advanced Practicum and/or Internship), as applicable
- The student's performance related to the Comprehensive Examination, as applicable
- School of Counseling faculty feedback related to adherence to the School of Counseling Statement of Expectations

SCHOOL OF COUNSELING MISSION STATEMENT

The School of Counseling adheres to the following mission statement, which also applies to the Counselor Education Program: The faculty has as its mission the goal of training students who display a respect for human dignity, exhibit a commitment to fulfillment of their individual potential, show an understanding of educational and counseling processes with knowledge in their specific field of endeavor, apply ethical and competent behavior in the use of counseling skills, acquire and use knowledge of the roles and functions of others working in related fields, possess and display personal maturity/self-development, and who understand issues and trends of a multicultural and diverse society. In order to achieve these goals, the program faculty themselves will attempt to exhibit the above attitudes, behaviors, and competencies to serve as models of appropriate behavior for students.

COUNSELOR EDUCATION AND SUPERVISION – COUNSELOR EDUCATION TRACK MISSION STATEMENT

The purpose of the Counselor Education and Supervision Doctoral Program—Counselor Education Track is to facilitate the professional leadership roles of counselor education, supervision, counseling practice, and research competencies of students to advance the counseling profession.

Aligned with the current standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), doctoral students are expected to develop the identity of a professional counselor, clinical supervisor, counselor educator, and researcher. This identity is intended to promote competence and professionalism as students begin careers in public and private sectors in the counseling and counselor education profession. Graduating students usually gain employment as counselor educators/researchers in academic institutions, administrators of counseling service agencies, and advanced practitioners/supervisors.

SCHOOL OF COUNSELING STATEMENT OF EXPECTATIONS

Programs in the School of Counseling are charged with the dual task of nurturing the development of counselors-in-training and ensuring the quality of client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with being able to provide effective or ethical services to clients. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, a professional attitude, and moral character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients,

classmates, staff, and faculty. Students should also demonstrate the ability to accept and integrate feedback, gain awareness of their impact on others, accept personal responsibility, and show effective and appropriate expression of emotions. For further information about The University of Akron's policies regarding student ethics and conduct, please consult <http://www.uakron.edu/sja/> (Student Code of Conduct).

CORE PROGRAM FACULTY

The following are *core* or *primary* faculty associated with the Counselor Education and Supervision Program – Counselor Education Track. Primary program faculty make programmatic decisions and serve as Faculty Advisors for students in the program:

Delila Owens

- Degree: Ph.D. in Counselor Education (Michigan State University)
- Professional Licenses: Licensed Professional Counselor and National Certified Counselor
- Primary Courses Taught: School Counseling
- Primary Research Interests: School Counseling, African American Students
- Office Phone: (330) 972-6281 & Email Address: dowens1@uakron.edu

Robert C. Schwartz

- Degree: Ph.D. in Counselor Education (University of Florida)
- Professional Licenses: Professional Clinical Counselor/Supervising Counselor
- Primary Courses Taught: DSM, Introduction to Clinical Counseling, and Clinical Mental Health Counseling Internship
- Primary Research Interests: Diagnosis and Treatment of Mental Disorders, Countertransference, Buddhist/Eastern Psychology and Mental Health
- Office Phone: (330) 972-8155 & Email Address: rcs@uakron.edu

Varunee Faii Sangganjanavanich (Program/Clinical Coordinator, Counselor Education Track)

- Degree: Ph.D. in Counselor Education and Supervision (University of Northern Colorado)
- Professional Licenses: Professional Clinical Counselor/Supervising Counselor, National Certified Counselor, Approved Clinical Supervisor, and Registered Play Therapist Supervisor
- Primary Courses Taught: Clinical Supervision, Legal and Ethical Issues in Counselor Education, and Counselor Education Internship
- Primary Research/Clinical Interests: Counselor Education and Supervision, Career Counseling and Development, and Gender Transition Counseling
- Office Phone: (330) 972-6851 & Email Address: vfs@uakron.edu

WHERE TO TURN FOR QUESTIONS/RESOURCES

The following persons/offices should be contacted as resources related to common questions/issues below:

- *Tips for program success, sample course sequence, additional copies of the student handbook* = Program ‘current students’ website (see <http://www.uakron.edu/soc/doctoral/counselor-education/current-students.dot>)
- *Counselor Education and Supervision—Counselor Education Track required coursework or planned program* = Program ‘required coursework’ website (see <http://www.uakron.edu/education/academic-programs/counseling/doctoral/counselor-education/current-students.dot>), your Faculty Advisor, or the Program/Clinical Coordinator as a secondary resource
- *Counselor Education and Supervision—Counselor Education degree requirements* = Your Faculty Advisor, or the Program/Clinical Coordinator as a secondary resource
- *Program-related issues/concerns* = Your Faculty Advisor, or the Program/Clinical Coordinator as a secondary resource
- *Graduation procedures/forms/requirements* = Graduate School website (see <http://www.uakron.edu/gradsch/>)
- *Counselor licensure* = Counselor, Social Worker, Marriage & Family Therapist Board (see <http://cswmft.ohio.gov/>), or the Program/Clinical Coordinator as a secondary resource
- *Comprehensive examination* = Student handbook, Faculty Advisor or the Department Administrative Assistant as a secondary resources, or the Program/Clinical Coordinator as a tertiary resource
- *Advanced Practicum or Internship* = Student handbook’s Practicum and Internship Guidelines, or Program/Clinical Coordinator as a secondary resource
- *Course schedule* = MyAkron (see <https://id.uakron.edu/idp/Authn/UserPassword>), the Office of the Registrar (see <http://www.uakron.edu/registrar/>) as a secondary source, or the Department Administrative Assistant as a tertiary resource
- *Course registration issues* = Department Administrative Assistant, or the Office of the Registrar (see <http://www.uakron.edu/registrar/>) as a secondary resource
- *Computer issues* = Computing help desk website (see <http://www.uakron.edu/support-desk/index.dot> or call 330-972-6888)
- *Springboard issues* = Springboard website (see <https://springboard.uakron.edu/index.asp>)

PROGRAM ACCREDITATION

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body affiliated with the American Counseling Association (ACA) has conferred full accreditation to the Counselor Education and Supervision Program at The University of Akron. Students are encouraged to visit the CACREP website to learn more about counseling accreditation guidelines: <http://www.cacrep.org/>.

PROFESSIONAL ORGANIZATIONS AND STUDENT INVOLVEMENT

The Counselor Education and Supervision Program – Counselor Education Track strongly encourages students to learn about and become involved in counseling-related professional organizations. The program will email students opportunities related to memberships, voluntary service, workshops, conferences, and other opportunities for involvement. Program faculty will share personal experiences and encourage student involvement in classes. The Alpha Upsilon Chapter of Chi Sigma Iota will encourage involvement through meetings and mentoring activities.

Among many other important benefits, involvement in such organizations:

- Promotes professional skill development
- Increases knowledge from leaders in the counseling profession
- Provides non-university-related networking opportunities
- Offers additional professional endorsement possibilities
- Helps build one's resume
- Provides continuing education units
- Increases excitement for and devotion to the counseling profession

The Counselor Education and Supervision Program – Counselor Education Track encourages membership and active participation in both umbrella and specialty organizations. In particular, the Program encourages student membership and involvement in the following three professional organizations:

American Counseling Association

Mission = To enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity. [from <http://www.counseling.org/AboutUs/>]

Main website = <http://www.counseling.org/>

Membership website = <http://www.counseling.org/Counselors/MemberJoin.aspx>

Association for Counselor Education and Supervision

Mission = To enhance quality education and supervision of counselors in all work settings. ACES strives to continue to improve the education, credentialing and supervision of counselors. [from <http://www.acesonline.net/>]

Main website = <http://www.acesonline.net/>

Membership website = <http://www.acesonline.net/about-aces/membership/>

Ohio Counseling Association

Mission = To be the professional organization representing all licensed counselors, and those in graduate training to be counselors, in Ohio. [from <http://www.ohiocounseling.org/>]

Main website = <http://www.ohiocounseling.org/>

Membership website = <http://www.ohiocounseling.org/Default.aspx?pageId=863923>

Ohio Association for Counselor Education and Supervision

Mission = To advance the preparation, life-long professional development, and supervision of counselors and to enhance counseling services in all settings. [from <http://oaces.org/>]

Main website = <http://oaces.org/>

Membership website = <http://oaces.org/contact/>

AFFIRMATIVE ACTION POLICY STATEMENT

It is the policy of The University of Akron that there shall be no discrimination against any individual because of age, gender, ethnicity, ability status, social class, national origin, spirituality, or sexual orientation. This nondiscrimination policy applies to all students (and applicants), faculty, staff, and employees. The Counselor Education and Supervision Program – Counselor Education Track strictly adheres to this policy. In addition, the program faculty believe that the recruitment and development of culturally diverse counselors is a professional responsibility, similar to providing adequate and appropriate services to culturally diverse clientele. Therefore, the program actively recruits minority students, and makes every effort to retain these students via financial and tutorial assistance.

Any student who feels that s/he may need accommodations due to the impact of a disability should consult www.uakron.edu/access.html or the University Office of Accessibility at 330-972-7928. Except under special circumstances that are pre-approved by the Counselor Education track faculty after written petition, guidelines outlined in this handbook shall be followed unless special accommodations are granted by The University of Akron's Office of Accessibility after submission of documented accessibility needs.

PROGRAM DIVERSITY INCLUSION/RECRUITMENT STANDARDS

Education in the United States is designed to cultivate human thought, behavior, and perception through a prescribed program of experiences aimed at helping individuals realize their professional potential and develop a high ethical and work-related standard. The Counselor Education and Supervision Doctoral Program—Counselor Education Track) takes into account ethnic and cultural trends in order to provide a satisfying and effective education for its students.

In order to promote the acceptance, facilitation, inclusion and retention of diverse students and faculty, the Counselor Education and Supervision Doctoral Program—Counselor Education Track engages in the following activities:

1. The student handbook highlights an affirmative action policy explaining “that there shall be no discrimination against any individual because of age, gender, race, creed, handicap, national origin, religion, or sexual orientation” which applies to all students (and applicants), faculty, staff, and employees.
2. The program faculty openly endorse the recruitment and development of culturally diverse counselors as a professional responsibility, similar to providing adequate and appropriate services to culturally diverse clientele.
3. The program actively recruits minority students, and makes every effort to retain these students via financial and tutorial assistance (including accommodations due to the impact of a disability per the University Office of Accessibility).
4. The program maintains internal diversity statistics for our students and faculty.
5. The program follows the College of Health Professions diversity vision and mission statement (which also contains diversity statistics).
6. The program has access to the Office of Multicultural Development, which helps attract/retain students of color per <http://www.uakron.edu/omd/>.
7. The program has access to the university Chief Diversity Officer whose office helps attract/retain diverse students/faculty per <http://www.uakron.edu/ie/>.

8. Program faculty participate in the College of Health Professions diversity committee, which reviews and promotes college-wide diversity issues.
9. The School of Counseling advertises for open faculty positions not only in the standard academic outlets (e.g., Chronicle of Higher Education) but also Black Issues in Higher Education, Diverse Issues, and Hispanic Outlook.

PROGRAM APPLICATION PROCEDURES

All Counselor Education and Supervision Program application materials, procedures, and forms are available on the following website. Persons interested in applying for admission to this program are encouraged to read all directions thoroughly before submitting materials: <http://www.uakron.edu/soc/doctoral/how-to-apply.dot> .

An applicant may only apply to one program track (Counselor Education or Marriage and Family Counseling/Therapy) per year. **Because doctoral coursework requires advanced professional training and clinical, supervisory, scholarly, and/or teaching responsibilities, before beginning doctoral-level Counselor Education coursework, students must have fulfilled the following qualifications:**

1. Earned a master's degree in counseling (preferably from a CACREP-accredited program), or earned a clinical master's degree in a related counseling profession from an accredited institution.
2. Demonstrated completion of CACREP accreditation master's-level didactic and clinical coursework. Master's-level required coursework is outlined on the Program Course Distribution (PCD) form – see Appendix B.
3. All applicants are required to have at least a 3.25 cumulative grade point average (GPA) for all previously completed graduate coursework.

Applicants should visit the Graduate School website for more detailed information about minimal The University of Akron Graduate School application requirements: <http://www.uakron.edu/gradsch/>. International applicants are also encouraged to visit the Office of International Programs website in order to gain more information about university resources and international application procedures: <http://www.uakron.edu/oip/>.

All application materials are due in the School of Counseling office no later than January 15. Doctoral students are only admitted one time per year, beginning each Fall semester.

Note: Since the Graduate School must first enter information into their files and then forward that information to the School of Counseling, any materials sent to the Graduate School will take longer to reach the Counselor Education Admissions Committee. Therefore, applicants are strongly encouraged to send any required Graduate School application materials at least two weeks prior to the application deadline (i.e., January 1).

The following materials must be included in doctoral degree application packets, regardless of which program the student is applying for: (1) a completed The University of Akron Graduate School application form, (2) official graduate and undergraduate transcripts, (3) a School of Counseling application supplement form, (4) three letters of reference, (5) official Graduate Record Examination (GRE) scores, and (6) a professional resume. INTERNATIONAL STUDENT APPLICANTS must also submit (7) official TOEFL scores as part of their application materials. **All application materials outlined above shall be submitted unless special accommodations are approved by The University of Akron's Office of Accessibility after submission of documented accessibility needs.**

Once completed, ALL application materials should be sent to the following locations:

Graduate School

The University of Akron
Akron, OH 44325-2101 (USA)

- (1) Graduate School Application
- (2) Official Transcripts
- (3) Official TOEFL Scores (international students only)
- (4) School of Counseling Application Supplement Form
- (5) Three Letters of Reference
- (6) Official GRE Scores

The Counselor Education and Supervision Program actively attempts to recruit students who broaden the cultural diversity of the School of Counseling. The School of Counseling recognizes that to successfully prepare minority students for advanced professional roles, it has a responsibility that extends beyond recruitment. The Department is therefore committed to fostering minority student recruitment and retention over the breadth of its graduate programs. The Department seeks to achieve this goal by marshaling the human and financial resources necessary to facilitate this type of success.

ADMISSION AND SCREENING PROCEDURES

After application deadlines have passed and all completed applications are forwarded to the Counselor Education and Supervision Program—Counselor Education Track faculty, personal interviews will be scheduled with all applicants who meet the minimum application qualifications. Once all personal interviews have been completed, all of the following criteria will be considered during program admissions decisions:

- a) Grade point average (GPA),
- b) Graduate Record Examination (GRE) scores (a combined Verbal and Quantitative score of at least 300 and Analytical Writing score of at least 3.5-4.0 is recommended),
- c) Ratings on letters of reference,

- d) Written communication ability (as evidenced by completion of the Application Supplement Form and a writing sample performed during the application interview),
- e) Previous professional and volunteer work related to the helping professions, and
- f) Performance during admission interviews.

Admission decisions are made by Counselor Education and Supervision Doctoral Program - Counselor Education Track faculty after applicants are rank-ordered according to the criteria listed above. All of the above criteria are considered before applicants are rank-ordered.

Applicants should note that successful completion of all admission criteria outlined above does not guarantee admission into the program. Due to enrollment limits, some applicants may be denied admission even after submission of all required application materials and completion of the application process. Enrollment is limited in order to ensure quality education, appropriate student-faculty ratios, and availability of internship placement sites. Admissions may also be delimited to those applicants who answer “no” on all items of *The Statement of Good Moral Character* (see Appendix A). If an applicant answers “yes” on any item, he/she must provide a written rationale to the Counselor Education and Supervision Doctoral Program – Counselor Education Track faculty; additional documentation may also be required.

Once an applicant is admitted into the program his/her file will be forwarded to The University of Akron Graduate School for approval. Once approved, the Graduate School will send an official acceptance letter to the applicant. A Counselor Education and Supervision Doctoral Program – Counselor Education Track Faculty Advisor will be listed on the acceptance letter. Thus, a new student will be able to obtain academic advising before enrollment in the program.

The Graduate School allows a maximum of 10 years to complete the doctoral degree. This ten-year time limit begins the semester a student is officially admitted into the program, and may be reduced due to coursework transferred into the program from another degree/program. The Graduate School permits students to transfer in up to 30 credits without affecting the student’s 10 year time limitation.

PROCEDURES

After applications have been received, personal interviews will be scheduled with all applicants who meet the minimum application qualifications until the next admission cohort has been filled. Once all personal interviews have been completed, all of the following criteria will be considered during Counselor Education and Supervision Doctoral Program—Counselor Education Track admissions decisions:

- ✓ Undergraduate grade point average
- ✓ Graduate grade point average (and letter grades in specific courses relevant to the program) if graduate coursework has been completed
- ✓ Quantitative ratings and written feedback from at least three letters of reference
- ✓ Scope, type and quality of performance in previous professional and volunteer work related to the helping professions

- ✓ Written communication ability, as evidenced by completion of the Application Supplement Form
- ✓ Performance during an admission interview, including verbal communication ability, poise, genuineness, empathy, respect for diversity and unconditional positive regard, and professionalism.
- ✓ Congruence of graduate-level training and professional goals with the Counselor Education and Supervision Doctoral Program--Counselor Education Track, as evidenced by information on the Application Supplement Form and during the admission interview
- ✓ Felony and Other Criminal History Policy: Applicants are required to disclose any current or past criminal charges or convictions, or pending charges that might result in a conviction, when applying for admission to a School of Counseling Program. Failure to report a criminal history may result in denial and/or dismissal from the School of Counseling and the program. It is the prerogative of the School of Counseling faculty and administration to request additional information about the criminal history, and based on the information provided, to deny admission (and/or for School of Counseling students, to be dismissed), as students in all Department programs are preparing to work with a vulnerable population and must apply for background checks prior to internship and licensure.

Admission decisions are made by one or more Counselor Education and Supervision Doctoral Program - Counselor Education Track faculty after applications are reviewed regarding the criteria above. After all of the above criteria are considered, applicants are rank-ordered against other Program applications and are then admitted on a rolling basis until the next admission cohort has been filled.

Applicants should note that successful submission/completion of all admission criteria outlined above does not guarantee admission into the program. Enrollment is limited in order to ensure small class sizes, appropriate student-faculty ratios as dictated by accreditation guidelines, and availability of Practicum/Internship placement sites.

Admissions may also be delimited to those applicants who answer “no” on all items of The Statement of Good Moral Character (see Appendix A). If an applicant answers “yes” on any item, he/she must provide a written rationale to the Counselor Education and Supervision Doctoral Program—Counselor Education Track faculty; additional documentation may also be required.

Once an applicant is admitted into the program his/her file will be forwarded to The University of Akron Graduate School for approval. Once approved, the Graduate School will send an official acceptance letter to the applicant. A Counselor Education and Supervision Doctoral Program—Counselor Education Track Faculty Advisor will be listed on the acceptance letter. Thus, a new student will be able to obtain academic advising before enrollment in the program.

There are three distinct types of admission to the Counselor Education and Supervision Doctoral Program—Counselor Education Track: full admission, provisional admission, and deferred admission.

The Graduate School allows a maximum of 10 years to complete the Counselor Education and Supervision Doctoral Degree (Counselor Education Track). This ten-year time limit begins the semester a student is officially admitted into the program.

REQUESTS TO CHANGE PROGRAMS

Students are admitted to *either* the Counselor Education *or* the Marriage and Family Counseling/Therapy Track as determined by their initial graduate application and interview. If students desire to change tracks (from CE to MFC/T, or from MFC/T to CE) they must reapply for the alternate track as a new graduate applicant by following standard application procedures and timelines. Students can request that their initial letters of recommendation, references, and GRE scores be considered for the reapplication process.

COUNSELOR EDUCATION TRACK CURRICULUM OVERVIEW

The Counselor Education and Supervision doctoral degree (Counselor Education Track) is comprised of a minimum of 100 semester credit hours of approved graduate-level coursework. The Counselor Education and Supervision Doctoral Program—Counselor Education Track curriculum consists of four broad areas of coursework: (a) Research and Statistics (15 semester credits); (b) Counselor Education Doctoral Core Courses (43 semester credits); and (c) dissertation (minimum of 12 semester credits).

Research and Statistics (15 semester credits total) include:

- 5100:742 Statistics in Education,
- 5100:743 Advanced Statistics in Education,
- 5100:744 Qualitative Research I,
- 5600:715 Research Design in Counseling I, and
- 5600:726 Doctoral Research Proposal in Counselor Education.

Counselor Education Doctoral Core Courses (43 semester credits total) include:

- 5600:710 Theories of Counseling and Psychotherapy,
- 5600:723 Legal and Ethical Issues in Counselor Education,
- 5600:724 Pedagogy in Counselor Education and Supervision: Theory and Practice,
- 5600:725 Doctoral Professional Seminar in Counselor Education,
- 5600:728 Diversity and Multicultural Issues in Counselor Education,
- 5600:730 Use of Assessment Data,
- 5600:702 Advanced Practicum (minimum of two consecutive academic semesters),
- 5600:737 Clinical Supervision I,
- 5600:738 Clinical Supervision II,
- 5600:785 Internship (minimum of two consecutive academic semesters, Fall and Spring).

Dissertation (minimum of 12 semester credits) include:
5600:899 Doctoral Dissertation

For more information about the Program curriculum, or descriptions of each course in the curriculum, please review the Graduate Bulletin at <http://www.uakron.edu/gradsch/>.

The Counselor Education and Supervision Doctoral Program—Counselor Education Track consists of a 100 semester credit hour curriculum. Up to 30 semester credits may be transferred into the curriculum from a previous master's degree program. This may be possible if the graduate-level courses substitute for required coursework needed to complete the Counselor Education and Supervision doctoral degree, if the student received a grade of 'B' or better in the courses, and if the transfer of credits are approved by the student's Faculty Advisor. Other conditions may apply.

In order to begin formal training at the doctoral level, students **must** have completed master's level course work in the following areas: Counseling Theory, Assessment, Career Counseling, Techniques of Counseling, Multicultural Counseling, Individual and Family Development, Techniques of Research, Group Counseling, Diagnosis of Mental Disorders, Counselor Professional Identity, Counseling Children, Introduction to Professional Counseling, Counseling Practicum, and Counseling Internship.

CINICAL INSTRUCTION GUIDELINES

Before students may begin doctoral-level clinical course work, they must have completed a master's-level counseling Practicum and Internship. If these clinical experiences were not transferred into the doctoral program, students must fulfill these requirements as a prerequisite for Advanced Practicum. Doctoral students must complete two Advanced Practica (5600:702) in which they are being supervised by a Counselor Education Track faculty member (or affiliate/adjunct faculty) with appropriate credentials (e.g., Licensed Professional Clinical Counselor with Supervisor Designation [LPCC-S]).

After taking the written comprehensive examination, each student must complete at least two consecutive semesters of Internship (5600:785). **Students must take the written comprehensive examinations and submit their dissertation proposals to the dissertation committees before entering Internship I and must complete the oral comprehensive examination during Internship I or II.** Internship consists of 600 work-related hours which include supervised teaching, supervision of counselors or counselors-in-training, supervised research activities, supervised leadership in counselor education, and/or supervised clinical counseling practice. Internship activities should be directed in part by a student's Faculty Advisor, and must be approved by the Program/Clinical Coordinator. The Internship site must meet the appropriate standards of CACREP and the Ohio Counselor, Social Worker, and Marriage & Family Therapist Board.

PROGRAM COURSE DISTRIBUTION (PCD) FORM

The Program Course Distribution (PCD) Form is an official university document used to monitor course requirements for each particular program. It is a listing of courses (all of which must be completed before graduation), and it is submitted to the Graduate School by the end of the first semester of a student's doctoral program. Once accepted by the Graduate School, the PCD will be used to check completion of degree requirements after a student submits his/her online Graduation Application. The PCD for the Counselor Education and Supervision Doctoral Program—Counselor Education Track conforms to those courses outlined in the Counselor Education Track Curriculum Overview section above.

Students should arrange a meeting with their Faculty Advisor before registering for coursework. Students should arrange a face-to-face meeting with their Faculty Advisor during the first semester of enrollment in order to complete and sign their official PCD. The PCD helps ensure that each student understands the requirements of the program and the sequence in which certain courses should be taken.

Once an official PCD is signed and submitted, the student must register for courses outlined on the form. In order to change one's course curriculum, a student must meet with his/her Faculty Advisor, have substitution coursework pre-approved, and submit additional paperwork. Students who deviate from their officially approved PCD without the express consent of their Faculty Advisor may delay their graduation and may jeopardize fulfillment of State licensure requirements.

The complete Counselor Education Track PCD is shown in Appendix B.

Students are encouraged to attend the University on a full-time basis in order to complete their degree in the most expeditious manner. *The University adheres to a continual enrollment policy. That is, all doctoral students must register for at least one semester credit during each Fall and Spring semester unless an official leave of absence has been approved. Students who do not meet the minimum enrollment requirements will be considered inactive and will have their status in the program evaluated by the faculty. At the University level, compliance with this policy is necessary for final degree clearance. Students who apply for graduation, but who have not maintained continuous enrollment throughout their course of study, will be enrolled retroactively and charged tuition and late registration for all semesters in which they were not in compliance.*

Students attending part-time should give careful thought to the timing and sequencing of courses. This should be done in close consultation with their Faculty Advisor. It is especially important to note course prerequisites and the semesters when courses are traditionally offered. A full-time course load is normally 9-12 semester credit hours. Students who are employed should reduce their academic load proportionately. Students on graduate assistantships must register for a minimum of 9 credits and may take up to a maximum of 15 credits per semester of appointment.

LEAVE OF ABSENCE

In the event of a hardship, when a doctoral student is not be able to meet the continuous enrollment requirement of the university, s/he should apply for a leave of absence by submitting a formal letter of request to her/his Faculty Advisor in advance of the semester for which leave is sought. The student must obtain dated signatures from their Faculty Advisor and Department Chairperson. If the request is approved, it will be forwarded to the Dean of the Graduate School for final review, approval, and filing in the student's Graduate School record. A leave of absence does not extend the maximum 10-year time limit for completion of the degree requirements.

FINANCIAL AID AND ASSISTANTSHIPS

Financial aid is available through student loans, tuition scholarships, and graduate assistantships to help offset the cost of full-time attendance. For information on loans, see the Financial Aids Office.

For information about other forms of financial aid visit the Graduate School's financial aid website at <http://www.uakron.edu/gradsch/financial-assistance/>, visit the Office of Financial Aid website at <http://www.uakron.edu/finaid/>, or contact the Office of Financial Aid through finaid@uakron.edu or 3390972-7032. Only a limited number of assistantships and scholarships are available each year. Once yearly, the Counselor Education Track faculty will determine the number of assistantships awarded specifically to Counselor Education Track doctoral students based on the number of assistantship applications submitted, College of Health Professions/departmental allocations, and objective performance ratings of prior Graduate Assistants.

COURSE REGISTRATION INFORMATION

All course registration at The University of Akron is performed on MyAkron. Before course registration can occur, students must first obtain a UA Net ID and Password from the UA computer center (Bierce Library, basement level). Students may also receive a private UA email address at this time. Next, students can check the School of Counseling's schedule of classes and register each semester through <https://id.uakron.edu/idp/Authn/UserPassword>.

Throughout one's graduate career, important forms, dates, and graduate information can be found at the Graduate School website: <http://www.uakron.edu/gradsch/>. Students are also encouraged to obtain a UA ZIP Card from ZIP service center (Student Union, ground floor) as soon as possible after formal admission into the program. The Zip Card allows students to access to many services on campus including check out books from the library, make photocopies, and purchase food at the Student Union.

SPECIAL REGISTRATION FOR CLOSED COURSES

Certain clinical courses, including Independent Study, Field Experience, Practicum, Internship, and Doctoral Dissertation, have a closed registration policy for which department permission must be obtained. A student should contact the School of Counseling Administrative Assistant in order to register for closed courses. Permission from one's Faculty Advisor may be necessary before registration for closed courses is approved.

DOCTORAL RESIDENCY REQUIREMENTS

Each student must complete at least two consecutive semesters of full-time study, including involvement in the program/departmental activities. Full-time study is defined as 9-15 semester credit hours per regular academic semesters (Fall and Spring semesters) and as 6 semester credit hours during Summer semester, except for graduate teaching and research assistants for whom full-time is specified by assistantship agreements. The two-semester residency requirement is usually completed during Fall and Spring semesters. However, Summer sessions may count as one semester provided that the residency year student register for at least six semester credits over a consecutive 10-week period (i.e., at least two consecutive Summer sessions). In order to begin completion of residency year requirements students must first gain approval from their Faculty Advisor. Prior to the beginning of the residency year requirement, a student must complete a residency application form. Following the completion of the residency year, a student is responsible for completing the verification of completed residency form. Both of these forms must be filed with the Graduate Studies Office in the College of Health Professions. One's residency year may be accomplished at any point in the program if the guidelines described above are fulfilled.

FACULTY ADVISORS AND DISSERTATION CHAIRS

Immediately after admission to the doctoral program a Faculty Advisor is appointed for each student. This appointment is based upon number of advisees already assigned to each program faculty member, accreditation/enrollment considerations, faculty area of expertise, and each student's research interest. Students should meet with their Faculty Advisor before registering for classes.

Faculty Advisor responsibilities include helping students formulate a Program Course Development (PCD) form, informing students about academic requirements/guidelines, mentoring students regarding professional identity/decision-making, monitoring students' program throughout the doctoral program, providing other program faculty with feedback about advisees, approving and signing required paperwork related to students' doctoral program, and passing program-related information on to students.

Although it is not preferable for students to change Faculty Advisors, under certain circumstances students may request a change. In this circumstance, the student should first meet

with the current Faculty Advisor to discuss the matter. If a resolution between the student and current Advisor cannot be achieved, the student should then meet with their current Advisor and another program faculty (as an intermediary). If a resolution between the student and current Advisor still cannot be achieved, the issue should be brought to the Counselor Education faculty for discussion and/or a mutual meeting.

A dissertation committee shall be formed prior to a dissertation topic approval. **The dissertation committee shall be composed of not fewer than five faculty members, including the student's dissertation Chair (who must hold Category II graduate faculty status) and one Graduate School representative, who must be from outside the School of Counseling but within The University of Akron and must hold Category II graduate faculty status. The remaining three committee members should augment the student's learning process, and may hold Category I, Category II, or Ad Hoc Temporary graduate faculty status at The University of Akron. Three members of the committee must be Counselor Education track faculty, and the majority of committee members must hold Category II graduate faculty status.** The student will have the opportunity to recommend members for the committee. However, the student's dissertation Chair, with the approval of the Dean of Graduate School, will determine final composition of the dissertation committee. Once the composition of the dissertation committee is approved, the advisor will submit the names of committee members to the Dean of the Graduate School.

Each student's Faculty Advisor is initially assigned as the Chair for the student's doctoral dissertation committee. The student's Faculty Advisor often continues to serve as the student's dissertation Chair; however, students have the option of choosing a dissertation Chair who is more closely aligned with their interests. Ultimately, students should consider each faculty member's professional background, research interest areas, and availability when selecting a dissertation Chair.

If a new dissertation Chair is requested, the selection process should be completed by the end of the student's second year in the doctoral program. In addition, the student should speak with both their current Faculty Advisor and the proposed new dissertation Chair to discuss and approve the transfer. If a resolution between the student and current dissertation Chair cannot be achieved, the student should then meet with their current dissertation Chair and another program faculty (as an intermediary). If a resolution between the student and current dissertation Chair still cannot be achieved, the issue should be brought to the Counselor Education faculty for discussion and/or a mutual meeting.

The responsibility of dissertation Chair includes: directing the student to relevant research topics, refining topic selection, consulting about committee selection, meeting with the student regularly as requested, providing timely feedback for written work, directing the format for the dissertation proposal and defense meetings, contacting other committee members before the proposal and defense meetings to ascertain any concerns that need to be addressed and corrected, and being the student's advocate in all dissertation matters. Therefore, since the dissertation Chair assumes responsibility and commitment for putting forth a great deal of time and effort in mentoring the student through the dissertation process, careful thought should be placed on selecting and transferring one's dissertation Chair.

On occasion, a student may request a Co-Chair for their doctoral dissertation. The Counselor Education and Supervision Program does **not** permit Co-Chairs from within the School of Counseling. However, a request for a doctoral dissertation Co-Chair from another department or outside the university may be considered if approved by the student's Faculty Advisor and/or current dissertation Chair.

WRITTEN AND ORAL COMPREHENSIVE EXAMINATIONS

The comprehensive examinations occur after students have completed their residency year requirement and all program-related coursework except 5600: 738 (Clinical Supervision II), 5600:785 (Internship I and II), and 5600:899 (Doctoral Dissertation). The purpose of the comprehensive examinations is to provide students with the opportunity to demonstrate their knowledge and ability to integrate, synthesize, and apply material from six core Counselor Education and Supervision areas: Counseling, Supervision, Research, Assessment, Ethics, and Professional Identity. **Students must take the written comprehensive examinations and propose their dissertation proposals to the dissertation committees before entering Internship I and must complete the oral comprehensive examination during Internship I or II.**

The comprehensive examinations differ from typical (course-related) examinations because the knowledge expected draws from a broader area than a single class. Students are expected to have a solid foundation of knowledge in all core areas of Counselor Education and be able to demonstrate that knowledge by answering written and oral questions posed to them during the comprehensive examination process. *The educational experience derived from the comprehensive examinations emanates from the experience of being able to answer questions in a clear and concise manner during a time-limited situation based on the accumulation and synthesis of information gathered by students themselves.* If a student believes s/he is unable to achieve this goal using the standard comprehensive examination format, as s/he wishes to request special accommodations, he/she must contact the UA Office of Accessibility to present medical documentation of a disability and to discuss possible test-taking options.

WRITTEN EXAMINATION

Students are required to complete and pass all six core competency areas outlined above. Questions will be broad in scope and provide students with the opportunity to draw from the counseling/educational/psychological literature (and readings not limited to their previous coursework). Answers should reflect a practitioner-scientist counselor identity and should draw from didactic coursework, experiential/clinical classes, as well as scholarly writings and research articles in the field of counseling and counselor education and supervision. The questions to be answered require an understanding of content as well as the ability to apply abstract and critical thinking. The written section of the examination shall be completed within the period of one week. For purposes of standardization during the testing process, and in fulfillment of program and accreditation technological competency requirements, students are required to use a

computer to complete the written examination unless special accommodations have been granted by the UA Office of Accessibility. **The Counselor Education track faculty, under exceptional circumstances, may consider approval of an alternative format after written petition, or unless special accommodations are granted by the UA Office of Accessibility after submission of documented accessibility needs.**

Once a student passes all sections of the written examination, s/he is eligible to proceed with the oral examination. In the event that the written examination is failed in total or in part, at minimum the section(s) failed must be retaken in the following academic year. Failed sections of the written examination may be repeated one time. Students who fail the written examination in total or in part two times may be subject to dismissal from the program.

ORAL EXAMINATION

The purpose of the oral examination is for students to demonstrate oral competence in one's major area of concentration above and beyond knowledge tested in the written examination. Thus, the oral comprehensive examination will: (a) provide an opportunity for the examining committee to ask the student clarify or expand upon answers given during the written examination; (b) provide an opportunity for the examining committee to explore knowledge/content areas not covered in the written examination; and (c) provide an opportunity for the student to experience a verbal discussion with faculty members that will aid in preparation for the student's dissertation proposal and defense. A student must first pass all sections of the written examination to be eligible for the oral examination. **Students must take the written comprehensive examinations and propose their dissertation proposals to the dissertation committees before entering Internship I and must complete the oral comprehensive examination during Internship I or II.** The oral examination committee comprises three faculty members including the student's Faculty Advisor and two faculty members in the Counselor Education and Supervision Program (Counselor Education Track). The oral examination is a maximum of two hours in length. In order to pass the oral examination students must receive a 'pass' vote from at least two of the three examination committee members. If the oral examination is failed it may be repeated one time. Students who fail the oral examination in total or in part two times may be subject to dismissal from the program.

Both the written and oral examinations are typically given once yearly unless the program faculty grant approval for an alternate test administration in exceptional circumstances.

DOCTORAL DISSERTATION GUIDELINES

Each student is expected to develop a doctoral dissertation that meets the standards of the School of Counseling, Counselor Education and Supervision Program, and the Graduate School. The dissertation topic and methodology must be judged by the student's dissertation committee to be appropriate for the specialty of counseling. That is, the dissertation topic must have direct relevance to counselor education, clinical supervision, and/or counseling practice. A manual

titled ‘Guidelines for Preparing a Thesis or Dissertation’ is available from the Graduate School to help students with the structural details of this document. All copies of the dissertation must conform to these standards: <http://www.uakron.edu/gradsch/docs/gdln.pdf>. This link also includes frequently asked formatting, questions, common formatting mistakes and dissertation submission checklists.

A dissertation committee shall be formed prior to a dissertation topic and methodology approval. **The dissertation committee shall be composed of not fewer than five faculty members, including the student’s dissertation Chair (who must hold Category II graduate faculty status) and one Graduate School representative, who must be from outside the School of Counseling but within The University of Akron and must hold Category II graduate faculty status.** The remaining three committee members should augment the student’s learning process, and may hold Category I, Category II, or Ad Hoc Temporary graduate faculty status at The University of Akron. **Three members of the committee must be Counselor Education track faculty, and the majority of committee members must hold Category II graduate faculty status.** The student will have the opportunity to recommend members for the committee. However, the student’s Faculty Advisor, with the approval of the Dean of Graduate School, will determine final composition of the dissertation committee. Once the composition of the dissertation committee is approved, the advisor will submit the names of committee members to the Dean of the Graduate School.

The dissertation Chair is responsible for assisting the student with research procedures, dissertation organization, and content. The Chair is **not** expected to serve as an editor, writer, or proofreader of the entire dissertation. It is the student’s responsibility to present the dissertation to the Chair and committee members in acceptable English and standard APA publication format. It is recommended that the student utilize an individual familiar with Graduate School dissertation requirements as “reader” of the dissertation before it is submitted for review to the Graduate School. Failure to follow Graduate School guidelines will likely delay graduation.

The dissertation proposal consists of chapters one (Introduction), two (Review of Related Literature), and three (Methodology). The student’s dissertation committee and The University of Akron’s Institutional Review Board (<http://www3.uakron.edu/orssp/index.html>) must approve the dissertation proposal before the student begins to collect data. A copy of the dissertation proposal, as approved by the dissertation committee, shall be kept on file in the School of Counseling until the dissertation is successfully defended. The student must maintain orderly progress toward the completion of the dissertation and will be required to establish a target date for completion of the dissertation. This target date commitment shall be given to the committee.

Once chapters four (Results) and five (Discussion) have been completed and approved by the dissertation Chair, the dissertation must be submitted to the dissertation committee at least two weeks prior to the scheduled dissertation defense. It is recommended that at least 3-4 weeks be given to committee members when possible. The ensuing oral defense shall not exceed two hours.

To pass the oral dissertation defense, the student must receive a ‘pass’ vote from the committee with not more than one dissenting vote. In the event that a pass vote is not received, the Chair of

the dissertation committee will inform the student of the deficiencies that need to be remedied for acceptance. An additional oral defense will then be scheduled during which the committee shall determine if the student has remedied the defined weaknesses. In order for the student to pass the second oral examination, the student must receive a 'pass' vote from the committee with not more than one dissenting vote. If the oral defense is failed it may be repeated one time. Students who fail the oral defense in total or in part two times may be subject to dismissal from the program. Written verification of the satisfactory completion of the dissertation and oral defense, along with the names of the dissertation committee members, will be placed in the student's file, and will be forwarded to the Office of Graduate Studies in College of Health Professions.

After committee approval and after all suggested corrections have been made, the dissertation is to be submitted to the Graduate School for final format review. Please note the deadline for this review is approximately 10 weeks prior to the end of the semester. The student is responsible for confirming all deadlines and submission requirements.

DOCTORAL INTERNSHIP

Consideration should be given to selecting internship sites that offer opportunities to develop as a doctoral level counselor educator and supervisor in the areas of teaching, research/scholarship, clinical counseling, supervision, and leadership. The internship should be designed in collaboration with the faculty advisor to meet your targeted career goals based on your current skill level to meet program expectations. For example, a doctoral student who is already a professional clinical counselor with supervisory designation may choose internship activities that focus more on teaching, scholarship, or professional leadership/advocacy. A doctoral student who is pursuing licensure may design an internship that allows clinical hours toward licensure requirements.

A student may have more than one site in order to be able to find opportunities to teach, counsel, supervise, research, present, professional advocacy, or write grants. In addition, the internship should provide opportunities for students to work with representatives of the diverse populations.

Students must take the written comprehensive examinations and propose their dissertation proposals to the dissertation committees before entering Internship I and must complete the oral comprehensive examination during Internship I or II.

NOTE: The Program Coordinator's defined duties include: (1) oversight of the program's mission, (2) proposals for program curriculum (Program Course Distribution) changes, (3) revisions to the student handbook, (4) coordination of the student admission process, (5) oversight and modifications to the program's organizational policies and procedures, (6) management of the program website and marketing materials, (7) oversight of accreditation and licensure procedures, and (8) service as liaison to non-program faculty, staff, administration and prospective students.

NOTE: The Clinical Coordinator's defined duties include: (1) oversight of the program's practicum and internship student application and approval process, (2) revisions to the structure and requirements for completion of clinical courses, (3) modifications to supervisor qualifications and dissemination of relevant clinical course information (e.g., practicum and internship syllabi), and (4) representation of the program to community clinical placements/professionals.

INTERNSHIP PROCEDURES

The following steps are to be followed by the student in securing an internship site.

1. Student notifies the Doctoral Program/Clinical Coordinator by the end of Fall semester prior to the intended internship experience (the following Fall semester).
2. Student is expected to discuss different portions of and develop a concrete plan for one's internship experience with her/his faculty advisor.
3. **Student who intends to pursue Doctoral Internship (5600: 785, Fall and Spring semesters) is required to complete and return the Doctoral Internship Application (Appendix C) to the Program/Internship Coordinator no later than May 1 (before starting her/his internship experience in Fall semester).**
4. Student is registered for 5600: 785 (3 semester hours for Fall semester and 3 semester hours for Spring semester) by the program faculty.
5. Students who would like to complete internship in their current employment setting must seek approval from the Doctoral Program/Clinical Coordinator. Activities completed for internship at the current employment setting must be qualitatively different than the usual activities, as the purpose of the doctoral internship is to develop new areas of expertise and to grow professionally.
6. The Doctoral Program/Clinical Coordinator shall make the final decision regarding the appropriateness of a site, accreditation and licensure standards, and past relationships with the site supervisor, the supervisor credentials, and the ability of the site supervisor to provide the necessary experiences.
5. The Doctoral Program/Clinical Coordinator must receive a letter of acceptance (on site letterhead) from the internship site before registration is approved.
6. Once the Program/Clinical Coordinator approves the proposed internship plan, **student is responsible for submitting a proof of liability insurance covering clinical and/or counselor education duties as applicable no later than August 1 (before starting her/his internship experience in Fall semester).**

7. The Internship site, student, and University sign the Memorandum of Agreement (Appendix D) which serves as a contract among all parties. If a student pursues internship experiences at multiple sites, a separate Memorandum of Agreement for each internship site is required.

INTERNSHIP SUPERVISOR GUIDELINES

The following are requirements for persons serving as supervisors during Doctoral Internship (5600:785) experiences.

NOTE: Internship activities may occur at more than one site.

NOTE: Students are required to participate in Internship activities that provide experience in more than one area of training. Doctoral internship experience includes clinical counseling, supervision, teaching, research, and leadership.

- All **clinical** (i.e., direct client service) internship activities **must** be supervised by a Professional Clinical Counselor (PCC) with appropriate training in clinical supervision (i.e., Supervising Counselor endorsement by the OCSWMFT Board or Approved Clinical Supervisor ACS status). It is preferable that the supervisor also hold a doctorate in Counselor Education. Additional clinical supervisor credentials may be required for licensure purposes - students are responsible for securing a clinical supervisor who meets all applicable licensure requirements.
- All **supervision-related** internship activities occurring **at a university setting must** be supervised by a faculty member in a Counselor Education program. It is preferable that supervision occur under the tutelage of a faculty member who holds a PC or PCC license with appropriate training in clinical supervision (i.e., Supervising Counselor endorsement by the OCSWMFT Board or Approved Clinical Supervisor [ACS] status). All **supervision-related** internship activities occurring at a **clinical/practice setting must** be supervised by a Professional Clinical Counselor (PCC) with appropriate training in clinical supervision (i.e., Supervising Counselor endorsement by the OCSWMFT Board or Approved Clinical Supervisor ACS status).
- All **teaching-related** internship activities **must** be supervised by a faculty member in the program offering the respective course. The faculty member must hold a doctoral degree in their field.
- All **scholarly activity-related** internship activities, which include professional conference presentations, research and/or publication activities, **must** be supervised by a researcher/faculty member with appropriate training in presentations, research methodology and publications (as determined by the Program/Clinical Coordinator). The supervisor must hold a doctoral degree in their field.
- All **counselor education leadership-related** internship activities, which include professional editorial or journal reviewer, professional service officer (e.g., OCA, CSI),

and/or CACREP-accreditation activities, **must** be supervised by a faculty member in Counselor Education.

STUDENT AND PROGRAM REVIEW PROCESS

In keeping with the objectives and philosophy of the Counselor Education and Supervision Program – Counselor Education Track, formative and summative student and Program data will be evaluated by Program faculty to ensure quality control and positive student/Program development over time:

1. Student Evaluation Process (by Program faculty)

[Once annually – end-Spring semester]

- a. Review of active students' individual course grades
- b. Review of active students' overall grade point averages
- c. Review of Student Candidacy Fitness Evaluations
(completed by each faculty advisor in consultation with other program faculty).
- d. Review of clinical supervisor Practicum and Internship evaluation/feedback. These sources of evaluation/feedback were chosen to ensure summative assessment of clinical competence before graduation:
 - i. 5600:702 – Advanced Practicum
 - ii. 5600:785 – Doctoral Internship
- e. Review of School of Counseling statement of expectations
- f. Review of individual written and oral comprehensive examination scores and pass rates

2. Program Evaluation Process (by Program faculty)

[Once annually – end-Spring semester]

- a. Review of current students' completers surveys
- b. Review of Program graduates' surveys
- c. Review of Program supervisors' and employers' surveys
- d. Review of global comprehensive examination patterns
- e. Review of signature assessments of learning outcomes chosen by Program faculty to ensure ongoing formative

evaluation of CACREP (2009) Counselor Education and Supervision curriculum standards.

Student learning outcome data for specific signature assessments were chosen within the following Program-specific courses:

- i. 5600:710 (Advanced Theories of Counseling)
- ii. 5600:702 (Advanced Practicum)
- iii. 5600:738 (Clinical Supervision II)

STUDENT CANDIDACY FITNESS EVALUATION

Each student in the Counselor Education and Supervision Program will be reviewed annually using the Student Candidacy Fitness Evaluation form (see Appendix C). This form is intended to provide feedback to program faculty and students regarding performance in key areas related to ‘candidacy’ courses deemed as signature assessment points which are prerequisites for clinical courses such as Practicum and Internship. The purpose is to track student development and offer remediation when needed throughout the program’s curriculum.

STUDENT REVIEW AND REMEDIATION PROCEDURES

In keeping with the objectives and philosophy of the Counselor Education and Supervision Doctoral Program - Counselor Education Track, program faculty conduct an annual review of each student’s academic progress as well as ethical and professional behaviors. This annual review will include feedback from each student’s Faculty Advisor, clinical supervisor(s), course instructors, transcript grades, and any other relevant documentation (e.g., student’s curriculum vitae).

The following review and remediation procedures will be used Program-wide when issues/concerns arise related to each of the Student Review and Remediation Criteria described in the Student Candidacy Fitness Evaluation form.

1. **Lack of evidence of progress that indicates an ability to complete degree requirements in ten years (as required by the Graduate School).**
 - A. Faculty Advisor will discuss timeline with student, options for Program completion, and option of Graduate School extension related to extenuating circumstances.
 - B. Graduate School will notify student in writing 1-2 semesters before ten year timeline shall expire, with options for extension or dismissal.

2. **Overall GPA of less than 3.0 or higher throughout the program (on a 5-point standard grading scale; A=4.0, B+=3.5, B=3.0, C+=2.5, C=2.0, D+=1.5, D=1.0, F=Below 1.0).**
 - A. First semester - Faculty Advisor will communicate GPA to student. Faculty Advisor and student will discuss academic and other issues impacting GPA. Student will be placed on academic probation for one semester.
 - B. Second semester - Student will remain on academic probation for second semester. Student must meet with Program faculty to discuss academic issues and generate remediation plan.
 - C. Third semester – Student may be subject to dismissal from Program.
3. **Individual grade of less than B- (3.0) on one or more required Program course outlined on the Program Course Distribution (PCD) form.**
 - A. First course - Faculty Advisor will meet with student to discuss academic and other issues impacting course grade. Student must re-take course and obtain B- or better.
 - B. Second course - Student must meet with Program faculty to discuss academic and other issues impacting course grade. Student will be placed on academic probation. Student must re-take course and obtain B- or better. Student will be reviewed for possible dismissal from Program.
 - C. Third course – Student may be subject to dismissal from Program.
4. **Demonstration of less than ‘2’ (adequate) on one or more area of the Student Candidacy Fitness Evaluation.**
 - A. First course - Faculty Advisor will meet with student to discuss fitness issues impacting course grade. Faculty advisor and student will draft formal remediation plan.
 - B. Second course - Student must meet with Program faculty to discuss fitness issues impacting course grade. Student will be placed on academic probation and will not be approved for registration for clinical courses until remediation plan is achieved. Student may be reviewed for possible dismissal from Program.
 - C. Third course or lack of successful completion of remediation plan - Student may be subject to dismissal from Program.
5. **Demonstration of less than ‘3’ (competent) in one or more area of the Practicum competency evaluation.**

- A. Practicum Instructor will meet with student to discuss competency issues impacting clinical work. Practicum Instructor and student will draft formal remediation plan. Practicum Instructor will consult with Faculty Advisor to discuss recommendation regarding continuation of clinical work (i.e., receiving In Progress in Practicum) and remediation plan.
- B. Lack of successful completion of remediation plan - Student must meet with Program faculty to discuss competency issues. Student will be placed on academic probation and will not be approved for registration for additional clinical courses until remediation plan is achieved. Student will be reviewed for possible dismissal from Program.
- C. Lack of successful completion of remediation plan – Student may be subject to dismissal from Program.

6. Demonstration of unacceptable ethical and professional behaviors during internship

- A. Internship Instructor will meet with off-site supervisor and student to discuss competency issues impacting the student's professional functioning. Internship Instructor and student will draft formal remediation plan. Internship Instructor will discuss with off-site supervisor recommendation regarding continuation of internship experience and remediation plan.
- B. Lack of successful completion of remediation plan - Student must meet with Program faculty to discuss competency issues. Student will be placed on academic probation and will not be approved for registration for additional clinical courses until remediation plan is achieved. Student will be reviewed for possible dismissal from Program.
- C. Lack of successful completion of remediation plan – Student may be subject to dismissal from Program.

7. Non-passing score on the written and/or oral comprehensive examinations.

- A. In the event that the written or oral examination is failed in total or in part, at minimum the section(s) failed must be retaken in the following academic year.
- B. Failed sections of the written or oral examination may be repeated one time.
- C. Students who fail the written or oral examination in total or in part two times may be subject to dismissal from the program.

8. Demonstration of non-adherence to the School of Counseling Statement of Expectations.

- A. First report – Course Instructor and/or Faculty Advisor will meet with student to discuss fitness issues impacting professional limitations. Faculty advisor and student will draft formal remediation plan.
- B. Second report - Student must meet with Program faculty to discuss fitness issues impacting course grade. Student will be placed on academic probation and will not be approved for registration for clinical courses until remediation plan is achieved.
- C. Third report or lack of successful completion of remediation plan – Student may be subject to dismissal from Program.

NOTE: A faculty member may at any time voice an academic or personal fitness concern about a student in the program. If the program faculty decides that a student concern is serious enough to potentially result in dismissal, a letter will be sent to the student notifying them of the concern.

GRADUATE STUDENT GRIEVANCE PROCEDURES

The Counselor Education and Supervision Doctoral Program—Counselor Education Track complies with grievance procedures approved by the College of Health Professions, Graduate School, and University. The Counselor Education and Supervision Doctoral Program—Counselor Education Track students have certain rights and responsibilities as stated in The University of Akron Bylaws (3359-42-01-C2, 3359-11-13, and 3359-41-01) and in the Student Code of Conduct. If a student believes that he or she has valid grounds for appealing a faculty/program/departmental decision, or has an academic-related issue/complaint, the student must first attempt to resolve the issue at the lowest level possible.

Student must follow the **step by step** procedures below in order when a grievance is sought:

1. Speak directly with the person (i.e., faculty member) most directly involved;
2. Speak with one's Faculty Advisor;
3. Speak with the Counselor Education and Supervision Doctoral Program—Counselor Education Track/Clinical Coordinator;
4. Contact the School of Counseling Chairperson - the student should appeal, in writing, to the School of Counseling Chairperson for resolution of an academic issue; and
5. Contact the College of Health Professions Office of Student Affairs (i.e., Assistant Dean for Student Affairs) - the student must appeal, in writing, to the Assistant Dean for Student Affairs for resolution of an academic issue using a standardized College of Health Professions appeals form.

For more detailed information about student appeals or complaint procedures, please visit the College of Health Professions Office of Student Affairs website at www.uakron.edu/ogc/UniversityRules/pdf/24-02.pdf - 5k or read the 'Grievance Procedures for Graduate Students' section of the Graduate Bulletin.

GRADUATION REQUIREMENTS

In order to graduate with a doctoral degree in Counselor Education and Supervision—Counselor Education Track, a student must meet the following minimal requirements:

1. Completion all required coursework on the officially approved PCD within a ten-year timeframe after the first course was completed toward the degree,
2. Attainment of a cumulative 3.0 GPA or better,
3. Attainment of a B- grade or better in all required coursework,
4. Successful completion of all coursework including courses in research and statistics and counselor education doctoral core courses, determined by receiving a grade of B- or better, and acceptable instructor ratings and endorsement on the Student Candidacy Fitness Evaluation,

5. Successful completion of Advanced Practicum and Internship, determined by receiving a grade of B- or better, and acceptable supervisor ratings on standard competency evaluations,
6. Successful passage of the written and oral comprehensive examinations, and
7. Adherence to the School of Counseling Statement of Expectations throughout the Program.

GRADUATION APPLICATION PROCEDURES

All students must complete a Graduation Application before graduation is possible. This form must be submitted to the Graduate School prior to the due date, which is dependent upon the semester a student intends to graduate. **It is strongly recommended that this form be submitted once students successfully pass her/his dissertation proposal hearing. The Graduation Application form must be submitted before very strict due dates set by the Graduate School.** Graduate Application forms can be found online through MyAkron and the DARS system. Students should contact the Graduate School (330-972-7663) directly for questions related to graduation application. Students are responsible for registering with the Graduation Office and paying a graduation fee at the time of submission of the online Graduation Application form.

PROGRAM CODE OF ETHICS

The Counselor Education and Supervision Doctoral Program—Counselor Education Track, its faculty, and its students adhere to the University Code of Conduct, State of Ohio licensure laws and regulations, the American Counseling Association's Code of Ethics, and the Association for Counselor Education and Supervision's Ethical Guidelines. The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the American Counseling Association's website for details related to these guidelines:

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

DOCTORAL PROGRAM CHECKLIST

- _____ 1. Apply for admittance to the Graduate School of The University of Akron.
- _____ 2. Complete special admission requirements to the Counselor Education track.
- _____ 3. Meet with assigned Faculty Advisor (student's assigned advisor will be confirmed by a letter from the Graduate School).

- _____ 4. Complete application for Graduate Assistantship if interested. Deadline is March 1st prior to academic year for which Assistantship is being requested.
- _____ 5. Work with Faculty Advisor to develop course of study and complete PCD to be filed with Office of Graduate Studies in Education and with the Dean of Graduate School. PCD should be completely signed by the student and faculty advisor by the end of the first academic year once entering the doctoral program.
- _____ 6. Schedule and take full-time residency classes.
- _____ 7. Meet with residency year cohort group and determine time frame for taking doctoral written comprehensive examinations.
- _____ 8. Apply for Internship
- _____ 9. Plan to take doctoral written comprehensive examination before taking Internship I and oral comprehensive examination during Internship I or II.
- _____ 10. Meet with Faculty Advisor to form Doctoral Dissertation Committee.
- _____ 11. Obtain dissertation topic and methodology approval from Doctoral Dissertation Committee.
- _____ 12. Apply for graduation. Check for information on fees, forms to be completed, and any other information related to graduation.
- _____ 13. Schedule Dissertation Proposal meeting with Dissertation Committee.
Submit Dissertation Proposal to committee members (allow members at least two weeks to read Chapters One, Two, and Three). A student must propose her/his dissertation proposal to the dissertation committee prior to entering Internship (5600:785)
- _____ 14. Make corrections. Submit to Chair of Dissertation Committee for approval.
- _____ 15. Apply for permission to collect data through the UA Institutional Review Board (IRB).
- _____ 16. Collect and analyze data. Report the findings and implications in Chapters Four and Five of the dissertation.
- _____ 17. Submit completed dissertation to Dissertation Committee for review (allow members at least two weeks to read Chapters Four and Five). Schedule oral defense examination of dissertation.
- _____ 18. Satisfactorily defend dissertation.
- _____ 19. Make any corrections proposed by Dissertation Committee. Submit corrected copy of dissertation to Chair and/or Dissertation Committee for final approval.
- _____ 20. Submit dissertation to Graduate School for format review. Check with Graduate School to ensure that all guidelines are followed. The preliminary reading by Graduate School of the dissertation is approximately 8 weeks before anticipated graduation.
- _____ 21. Pay dissertation fees for microfilming, binding, and copyright (optional).
- _____ 22. Complete Earned Doctorate Survey form obtained from Graduate School.

GENERAL INFORMATION AND DEFINITIONS

Accreditation: A system for recognizing educational institutions and professional programs affiliated with those institutions for a level of quality performance and integrity based on review against a specific set of published criteria or standards. In the United States, accreditation represents a unique process of voluntary, nongovernmental review of educational institutions and professional preparation programs that has been historically described as a self-regulating peer review process.

Advocacy: Action taken on behalf of clients and/or the counseling profession to support appropriate policies and standards for the counseling profession and promote individual human worth, dignity, and potential and to oppose or work to change policies and procedures, systemic barriers, long-standing traditions, or preconceived notions that stifle human development.

Assessment: The gathering and analysis of data used in evaluations and decision making.

Assistantships: Each year a limited number of assistantships are awarded to master's students. These assistantships provide a stipend plus remission of tuition. Further information can be obtained in the School of Counseling Administrative Assistant.

Clinical Courses/Instruction: All supervised course work within which the student has the opportunity to engage in a broad range of clinical activities similar to those performed by a professional counselor. This includes Practica and Internships.

The Clinic for Individual and Family Counseling: The Clinic is a training and research facility that serves the clinical practice requirements of the department's master's and doctoral-level students. The Clinic functions as a community mental health agency and offers services that include individual, career, and group counseling, and marriage and family therapy. Students are encouraged to visit the Clinic's website at <http://www.uakron.edu/cifc/index.dot>.

Counseling-Related Field: Faculty and supervisor are reviewed for qualifications based on terminal degree, postdoctoral study, professional affiliations, licensure and/or certification (e.g., PC, NBCC), presentations, publications, and/or research. The program will document faculty whose professional qualifications and identity is with professional counseling and counselor education.

Consultation: Voluntary, nonsupervisory relationship between professionals and other pertinent persons for the purpose of aiding the consultee(s).

Core (Primary) Program Faculty Member: A full-time program faculty member whose appointment is to the academic unit in counselor education.

Credentialing: Formal recognition of professional competence designated by certification, licensure, or registry. Program or institutional accreditation is a kind of credentialing.

Curricular Experiences: Planned, structured, and formal teaching activities intended to enable students to learn and apply specific information, principles, values, and skills that are the intended consequences of the formal education offered by an academic unit. In general, the term is used in these standards to mean either an academic course or a readily identifiable portion of an academic course.

Direct Service: Interaction with clients that includes the application of counseling, consultation, or human development skills. In general, the term is used in these standards to refer to time spent by practicum or internship students working with clients.

Diversity: Distinctiveness and uniqueness among and between human beings.

Due Process Policy: Written procedures by the institution to protect an individual's rights as a student.

Entry-Level: The preparation requirements considered necessary to enter professional practice after completing a program of study; the first level at which one can be considered a professional counselor.

Evaluation: The act of making informed decisions based on the use and analysis of pertinent data.

Fitness: Suitability for being a professional counselor. Fitness implies psychological health, including the following variables: self-awareness, self-acceptance, self-knowledge, self-confidence, courage, resilience, purpose in life, balance, moderation, and emotional stability.

Guideline: An explanatory statement that either amplifies a standard or provides an example of how the requirement may be interpreted. The intent is to allow for flexibility and yet remain within the framework of the standard with which it is associated.

Internship: A distinctly defined, post-practicum, supervised "capstone" clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates and authenticates professional knowledge and skills appropriate to the student's program and initial postgraduate professional placement.

Licensure: The process by which a state agency or government grants permission to an individual to engage in a given profession and to use the designated title of that profession after the applicant has attained the minimal degree of competency necessary to ensure that the public health, safety, and welfare are reasonably well protected. Students who graduate from the Community Counseling Program are eligible for the Professional Counselor (PC) license after passing the Professional Counselor Licensure Examination.

Local Area Diversions: The University of Akron is located in the downtown area of Akron, Ohio, a city with a population of over 250,000. Akron boasts multiple recreational opportunities for sports such as hiking, biking, fishing, boating, skiing, golf, and swimming. Area residents enjoy easy access to an extensive Metro Parks system; the scenic Cuyahoga National Recreation

Area; and many local ponds, lakes, and streams. Within a short drive, residents of Akron also have access to Lake Erie and all the recreational opportunities that go with close proximity to such a huge natural wonder.

The City of Akron also offers all of the conveniences of a major American metropolitan area, including: a number of major shopping malls; a wide selection of good restaurants; the E. J. Thomas Performing Arts Hall which hosts a variety of music, dance and theater events year-round; an art museum known for its contemporary art collection, and the Inventor's Hall of Fame. During the summer months, the Blossom Music Center offers outdoor concerts with nationally known artists of all genres. Approximately 30 miles north of Akron, the city of Cleveland provides area residents with easy access to professional sporting events, the world-renowned Cleveland Orchestra at Severance Hall, and many other music, theater, and museum offerings. Finally, should the need for a change of locale arise, the interstate highway system provides ready access to the nearby cities of Columbus, Toledo, Pittsburgh, Youngstown, and beyond.

Multicultural Experiences: Term denoting the diversity of racial, ethnic, and cultural heritage, including issues of socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, profession or career, and physical and mental abilities present in a nation's population. The product of interactions among culturally distinct individuals that result in attitudinal and behavioral changes.

New Student Orientation: During the Fall semester a new student orientation is held to acquaint new students with the faculty and the Counselor Education and Supervision Program. The new student orientation provides an opportunity for the student to become familiar with the mission, goals, and expectation of the program. There is also an opportunity to interact with program faculty and other students.

Advanced Practicum: A distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. Advanced Practicum is completed prior to Internship.

Professional Counselor: A counselor who has received a master's degree or higher from an entry-level program in counseling matching the standards outlined by CACREP and State licensure laws. A professional counselor remains active in the counseling profession by participating in professional development and seeking appropriate licensure and certification.

Professional Liability Insurance: Insurance coverage is necessary for both the client and counselor-trainee's protection. Students must verify appropriate insurance coverage before being permitted to enroll in Practicum or Internship. Currently, one of the best ways for students to get such insurance is to join ACA as a student member and obtain liability insurance through ACA for a nominal cost.

Professional Organizations: Students in the Counselor Education Program, as part of their professional responsibility, should consider membership in one or more of the following organizations:

Chi Sigma Iota is an international counseling honor society. Students with at least a 3.5 grade point average in their counseling coursework are invited to join. This organization provides an opportunity to get to know other helping professionals in the community and develop leadership and service skills through activities sponsored by the organization. Students are encouraged to visit the organization's website at <http://www.uakron.edu/soc/chi-sigma-iota.dot>.

American Counseling Association (ACA) is a professional organization that provides leadership training, continuing education, and professional development opportunities. This organization offers a selection of divisions and organizational affiliates to serve a wide range of professional needs and interests. A number of professional periodicals accompany membership. Students receive a special membership rate.

Association for Counselor Education and Supervision (ACES) is a professional organization whose purpose is, in accordance with the purpose of the American Counseling Association (ACA), to advance counselor education and supervision in order to improve guidance, counseling and student development services in all settings of society. Through the accreditation process and professional development activities, ACES strives to continue to improve the education, credentialing, and supervision of counselors.

Ohio Counseling Association (OCA) is the state-level counseling organization in Ohio. There are a number of area chapters plus state level division associations. Student membership rates are available.

Program: A structured sequence of curricular and clinical experiences for which accreditation is sought. In the context of these standards, "programs" are housed within an "academic unit." The School of Counseling offers master's degree programs in Classroom Guidance for Teachers, Community Counseling, Marriage and Family Counseling/Therapy, and School Counseling, and doctoral programs in Counseling Psychology, Counselor Education, and Marriage and Family Counseling/Therapy.

Student Retention Policy: The policy by which the program faculty evaluate each student for academic, professional, and personal fitness to continue in a counseling program. In addition, the policy outlines procedures to be followed if a student does not meet program criteria.

Supervision: A tutorial and mentoring form of instruction in which a supervisor monitors the student's activities in Practicum and Internship and facilitates the learning and skill development experiences associated with Practicum and Internship. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients.

Technology: Electronically based hardware, software, video, and related products and knowledge, skills, and tools for learning and communication processes. Technology for counselor preparation encompasses distance learning, and computer-based and other electronic applications.

Appendix A

SCHOOL OF COUNSELING COLLEGE OF HEALTH PROFESSIONS

STATEMENT OF MORAL CHARACTER

Last Name	First Name	Social Security Number
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Please Complete the Following:

1. Have you ever been convicted of, found guilty of or pled guilty to any misdemeanor other than traffic offenses? _____ Yes _____ No
2. Have you ever been convicted of, found guilty of or pled guilty to any felony? _____ Yes _____ No
3. Have you ever had a criminal conviction sealed or expunged? _____ Yes _____ No
4. Have you ever had a professional certificate or license limited, suspended, or revoked? _____ Yes _____ No
5. Have you ever surrendered a teaching certificate, license or permit? _____ Yes _____ No

Signature

Date

School of Counseling Policy: Application for admission to a counseling program:

Any applicant responding “Yes” to any of the above statements may be asked to have a Civilian Identification background check done through the College of Health Professions Licensure Office. They may be denied admission to a Counseling Program and/or asked to sign a disclaimer acknowledging that upon completion of the program, they may be denied State licensure. The student is advised to seek legal counsel to have the violation or conviction expunged, but should acknowledge that expungement does not necessarily ensure that licensure will be granted by the state. Another criminal background check will be required during the last semester of program completion.

THIS FORM MUST BE COMPLETED AND RETURNED TO THE SCHOOL OF COUNSELING WITH OTHER REQUIRED APPLICATION MATERIALS.

Appendix B

Doctor of Philosophy in Counselor Education and Supervision
Counselor Education Track - Program #56000
 (Revised/Effective Fall 2013)



Program Course Distribution (PCD)

Name: _____ **Student ID** _____

Address: _____ **Date:** _____

_____ **Phone #:** _____

Deadline for completion and conferral is the end of _____

Advising Checklist:

- ___ Apply to have any transfer credits transferred, if applicable
- ___ Comprehensive Examination and Dissertation process explained
- ___ Student review/evaluation process, retention guidelines, and graduation requirements explained
- ___ Program Student Handbook received/reviewed

STUDENT: I HAVE READ THE ABOVE ADVISING CHECKLIST, HAVE RECEIVED A STUDENT HANDBOOK, AND UNDERSTAND THAT IT IS MY RESPONSIBILITY TO MEET ALL PROGRAM COURSE/STUDENT HANDBOOK REQUIREMENTS. FAILURE TO FOLLOW PROGRAM GUIDELINES/DEADLINES MAY IMPACT MY GRADUATION.

Student Signature: _____ Date: _____

Faculty Advisor Signature: _____ Date: _____

RESEARCH AND STATISTICS (15 Credits)	
5100:742 (3)	Statistics in Education
5100:743 (3)	Advanced Statistics In Education
5100:744 (3)	Qualitative Research I
5600:715 (3)	Research Design in Counseling I
5600:726 (3)	Doctoral Research Proposal in Counselor Education

COUNSELOR EDUCATION DOCTORAL CORE COURSES (43 Credits)

5600:710 (4)	Theories of Counseling and Psychotherapy
5600:723 (4)	Legal and Ethical Issues in Counselor Education
5600:724 (3)	Pedagogy in Counselor Education and Supervision: Theory and Practice
5600:725 (3)	Doctoral Professional Seminar in Counselor Education
5600:728 (3)	Diversity and Multicultural Issues in Counselor Education
5600:730 (4)	The Use of Assessment Data
5600:702 (4)	Advanced Practicum (Prerequisites: All master's-level prerequisites)
5600:702 (4)	Advanced Practicum
5600:737 (4)	Clinical Supervision I
5600:738 (4)	Clinical Supervision II
5600:785 (6)	Internship (minimum of two academic semesters, Fall and Spring)

DISSERTATION (12 Credits Minimum)

5600:899 (12)	Doctoral Dissertation
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MASTER'S DEGREE REQUIREMENTS (30 Credits)

Coursework in all of the following areas (master's level course requirements) must be completed before registering for doctoral-level program coursework.

Introduction to Professional Counseling	Crisis Interventions
Counseling Theory	Psychodiagnosis/DSM-IV
Techniques of Counseling	Techniques of Research
Career Counseling	Tests & Appraisal/Assessment
Group Counseling	Individual and Family Development
Multicultural Counseling	Counseling Practicum
Counseling Children	Counseling Internship

Total Program Semester Credits =	100 credit hours (minimum)
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- Students have a maximum of ten years to complete the doctoral degree. This time frame will be reduced if transfer credits are substituted for any coursework on this PCD above the first thirty transfer credits. The ten-year time frame begins with the date of the thirty-first transferred credit.
- Any changes to this PCD must be approved in writing by the student's Faculty Advisor. Changes to this PCD may impact a student's ability to graduate and/or become licensed in Ohio. Students may register for courses beyond those required for the degree, but shall not substitute required courses without preapproval by their Faculty Advisor.

Appendix C

Counselor Education and Supervision Doctoral Program Counselor Education Track

School of Counseling



Student Candidacy Fitness Evaluation

This form is intended to provide feedback to program faculty and students regarding performance in key areas related to 'candidacy' courses deemed as signature assessment points which are prerequisites for clinical courses such as Practicum and Internship. The purpose is to track student development and offer remediation when needed throughout the program's curriculum.

Instructions to instructor: (1) Complete top portion; (2) rate student on each area; (3) describe any areas for growth (i.e., rating of 2 or lower); (4) sign and date form; (5) return to Program/Clinical Coordinator. Rate the student above according to a 3-point Likert-type scale (where observed) in the following areas, describing areas for growth (i.e., ratings of 1 or 2):

1 = Deficient **2 = Adequate** **3 = Good**
(Remediation Needed) **(Acceptable But Developing)** **(No Limitations)**

Noted) Openness to Learning/Feedback

1 = Deficient	2 = Adequate	3 = Good	Not Observed
E.g., dogmatic about own perspective. Ignores or was defensive about constructive feedback. Shows little or no evidence of incorporating feedback received.	E.g., amenable to discussion of multiple perspectives. Usually accepts constructive feedback. Some evidence of effort to incorporate feedback received.	E.g., solicits others' perspectives. Invites constructive feedback. Shows evidence of incorporation of feedback received.	N/A

Describe ratings of 1:

Flexibility

1 = Deficient	2 = Adequate	3 = Good	Not Observed
E.g., shows little or no effort to flex own responses to changing demands. Intolerant of unforeseeable or necessary changes in protocol.	E.g., shows effort to recognize and flex own responses to changing demands. Attempts change with unforeseeable or necessary alternations in protocol.	E.g., demonstrates changing own responses to environmental demands. Accepts unforeseeable or necessary changes in protocol.	N/A

Describe ratings of 1:

Self-Awareness

1 = Deficient	2 = Adequate	3 = Good	Not Observed
E.g., words and actions reflect little or no concern for how others were impacted by them. Little effort toward understanding self and limitations.	E.g., effort toward reflecting on how words and actions reflect on others. Effort toward understanding self and limitations.	E.g., demonstrates reflection on how words and actions reflect on others. Shows understanding of self and limitations.	N/A

Describe ratings of 1:

Personal Responsibility/Conscientiousness

1 = Deficient	2 = Adequate	3 = Good	Not Observed
E.g., minimizes or embellished information to minimize problems. Blames others for problems. Is late for, or disruptive in, class. Is not conscientious.	E.g., attempts not to embellish information minimize problems. Attempts to reflect on problems. Is generally on time for, and not disruptive in, class. Attempts to be conscientious.	E.g., does not embellish information to minimize problems. Shows self-reflection with problems. Is on time for, and participates in, class. Is conscientious.	N/A
Describe ratings of 1:			

Professional Maturity

1 = Deficient	2 = Adequate	3 = Good	Not Observed
E.g., Insufficient self-control (anger, etc). Deficits in problem-solving. Minimal respect for personal/cultural differences.	E.g., Attempts self-control (anger, etc). and appropriate problem-solving. Shows some respect for personal/cultural differences.	E.g., Demonstrates self-control. Uses appropriate problem-solving strategies. Displays respect for personal/cultural differences.	N/A
Describe ratings of 1:			

Academic/Classroom Performance

1 = Deficient	2 = Adequate	3 = Good	Not Observed
E.g., Poor written skills. Poor oral communication skills. Poor in-class performance. At risk of/will/did receive grade of less than 3.0 or B- in class.	E.g., Acceptable written skills. Shows adequate oral communication skills. Will/did receive adequate/passing grade in class (e.g., 3.0 to 3.5 or B to B+ in class).	E.g., Good written skills. Displays oral communication skills. Will/did receive above average grade in class (e.g., 3.5/B+ or better).	N/A
Describe ratings of 1:			

Ethics

1 = Deficient	2 = Adequate	3 = Good	Not Observed
E.g., Does not know or continually follow program or ethical guidelines. Concerns related to Dept of Counseling Statement of Expectations.	E.g., Attempts to know a usually follows program ethical guidelines. Attempt to follow Dept of Counseling Statement of Expectations.	E.g., Shows a heightened understanding of, and continually follows, program and ethical guidelines. Follows Dept Counseling Statement of Expectations.	N/A
Describe ratings of 1:			

**Additional
Comments**

**[strengths, areas for growth, adherence to Department Statement of Expectations, elaboration on fitness areas
above]**

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Appendix D**Counselor Education and Supervision Doctoral Program
Counselor Education Track
School of Counseling****DOCTORAL INTERNSHIP APPLICATION**

Description: Before completing this document, a student is expected to discuss different portions of and develop a concrete plan for one's internship experience with the faculty advisor. The Program/Internship Coordinator will make final approval of the proposed internship plan including supervisors, sites, and activities. Once the Program/Internship Coordinator approves the proposed internship plan, a student is responsible to submit a proof of liability insurance for counselors and/or counselor educators no later than August 1.

Instruction: A student who intends to pursue Internship in Counselor Education I & II (Fall and Spring) is required to complete and return this form to the Program/Internship Coordinator no later than May 1.

Student Name: _____ Student ID: _____

Current Address: _____

Telephone: Cell _____ Home _____ Work _____

Primary E-mail: _____ Secondary E-mail: _____

License Type, Number, & Expiration Date: _____

Faculty Advisor: _____

Proposed Internship Plan (please attach a detailed outline of the internship plan):

Portions of the Activities (e.g., counseling, supervision, teaching, research, and leadership):

_____ Counseling _____ Hours

_____ Supervision _____ Hours

_____ Teaching _____ Hours

_____ Research _____ Hours

_____ Leadership _____ Hours

TOTAL 600 Hours

Name of Internship Site(s):

Qualifications of the Site Supervisor(s):

Appendix E



DOCTORAL INTERNSHIP

MEMORANDUM OF AGREEMENT

This agreement is made this _____ day of _____ by and between _____ (hereinafter referred to as the Site) and agreement will be effective for a period from _____ to _____ Student Intern _____.

Purpose: The purpose of this agreement is to provide a qualified graduate student with an internship experience in the field of counselor education and supervision.

Student Information

Student Name:		Student ID:	
Degree/ Program:	Counselor Education and Supervision—Counselor Education Track	First Semester of Internship (Semester/Year):	
Email Address:		Phone Number:	

Proposed Internship Site/Supervisor Information

Site Host/ Supervisor's Name:		Name of Site (agency name):	
Supervisor's License Type (PCC-S, etc):		Supervisor's License Number:	
Site Supervisor's Phone Number:		Site Supervisor's Email Address:	
Supervisor's Full Mailing Address:			

Direct Client Service Duties (the following clinical duties outline the 'direct service' counseling scope of practice)

Types of Clinical Duties/Modalities Provided:	
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The University shall be responsible for the following:

1. Selecting a student who has successfully completed all the prerequisite courses and the practicum experience.
2. Designating a qualified faculty member as the Internship Supervisor who will work with the SITE in coordinating the internship experience.
3. Notifying the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the SITE.
4. Informing the student that he/she must have adequate liability insurance.

The SITE shall be responsible for the following:

1. Providing the Intern with an overall orientation to the site's specific services necessarily for the implementation of the Internship experience.
2. Designating a qualified and appropriate licensed professional as Site Supervisor. The Site Supervisor will be responsible, with the approval of the Administration of the Site, for providing opportunities for the Intern to engage in a variety of internship activities under supervision, and for evaluating the Intern's performance.
3. Providing the Intern with adequate work space, telephone, office supplies and staff support to conduct professional activities.

The STUDENT INTERN shall be responsible for the following:

1. Attesting to having read and understood the American Counseling Association Code of Ethics and Standard of Practice, the Association for Counselor Education & Supervision Ethical Guidelines, the Ohio Counselor, Social Worker, Marriage and Family Therapy Board Guidelines, and any relevant statutes from Ohio Revised Code. Student Interns will practice in accordance with these laws and standards. Any breach of these ethics or any unethical behavior on Student Intern's part will result in removal from Internship, a failing grade, and documentation of such behavior will become part of the permanent academic record.
2. Agreeing to adhere to the administrative policies, rules, standards, and practices of the internship site.
3. Agreeing to inform immediately, both SITE and UNIVERSITY Supervisors regarding concerns or issues as related to the internship experience or clinical work.
4. Understanding that a passing grade in Internship is contingent upon having demonstrated a competent skill level, as well as completion of all required paperwork and hours.
5. Maintaining active professional liability insurance throughout the experience.

EQUAL OPPORTUNITY: It is agreed by all parties that there will be no discrimination on the basis of race, nationality, ethnic origin, age, gender, sexual orientation, ableness, and/or social class.

FINANCIAL ARRANGEMENTS: There are no financial stipulations in this agreement.

TERMINATION: It is understood and agreed by the parties hereto that the SITE has the right to terminate the Internship experience of the student whose health status is detrimental to the services provided the clients of the SITE. Further, it has the right to terminate the use of the SITE by the INTERN if, in the opinion of the Supervising Counselor/Therapist, such person's behavior is detrimental to the operation of the SITE and client care. Such action will not be taken until the grievance against any INTERN has been discussed with the INTERN and with the UNIVERSITY Supervisor.

The names of the responsible individuals charged with the implementation of this contract are as follows:

SITE Supervising Counselor

DATE

UNIVERSITY Internship Supervisor

DATE

STUDENT INTERN

DATE

Appendix F

Counselor Education and Supervision Doctoral Program Counselor Education Track

School of Counseling



Receipt Confirmation of the Program Handbook

I reviewed the Program Handbook of the Doctor of Philosophy Degree (Ph.D.) in Counselor Education and Supervision—Counselor Education Track. If I have questions or require additional information concerning the handbook, I will ask for clarification from the coordinator and/or faculty members in the Counselor Education and Supervision program.

I understand that I am responsible for the information presented in the handbook.

Name

Signature

Date

Note: Please return this document to the program coordinator, Dr. Varunee Faii Sangganjanavanich (vfs@uakron.edu), within 15 days after the Doctoral Student Orientation. This document will be placed in your student file.